



HEYWOOD PREP
CORSHAM

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

**Updated
February 2019**

1. Introduction

This Policy should be read in conjunction with the following:

- SENDA Plan

We are committed to providing additional support for all pupils accepted into the school whose first language is not English. The objective is to enable them to become as fluent as possible in their use of written and spoken English. It is also important that a pupil's capacity in the English language be improved as quickly as possible, so that the pupil does not feel 'left out' of what happens in the classroom and in social situations.

The number of EAL pupils in the school is at present very small. Pupils tend to join the school anywhere between Nursery and year 6 and remain at the school for various periods.

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a valuable asset and that EAL pupils have an important contribution to make in all areas of school life. EAL pupils may have a Learning Plan, where necessary.

We also aim to ensure that our EAL provision does not undermine the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. Further, the curriculum provides an effective preparation for the opportunities, responsibilities and experiences of life in British society.

We aim not to discriminate against pupils contrary to the Equality Act 2010.

2. Aims and objectives

The aims and objectives outlined in this policy document apply to all children in the school, including children in the Early Years Foundation Stage (EYFS) for whom the Revised 'Statutory Framework for the Early years foundation Stage' (Sept 2014) now applies. Reasonable steps must be taken to provide EAL pupils in the EYFS to use and develop their home language as well as ensuring that they develop their English Language skills to be ready to benefit from the opportunities available in Year 1. However, any assessment of communication, language and literacy skills must assess their skills in English. Should a child not have a strong grasp of English, the child's skills must be explored with parents/carers to establish whether there is any cause for concern over language delay.

3. Promoting British Values

At Heywood Prep, we actively promote the British values of:

- Tolerance
- Mutual respect
- Individual liberty
- Rule of Law
- Democracy
- The active promotion of these values is the responsibility of all staff. In medium term planning, reference is made where applicable to these values and their importance stressed.

4. Aims

- Raise awareness of the school's obligations to English as an Additional Language (EAL) pupils, including those pupils in the EYFS.
- To support planning, organisation, teaching and assessment procedures.
- To assist with strategies to meet the needs of pupils, including those pupils in the EYFS who have English as an additional language.
- To raise pupil achievement.

5. Key principals of additional language acquisition

- EAL pupils are entitled to access all the programmes of study and teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for a number of years.
- Language develops best when used in purposeful contexts across the curriculum.
- Language demands of learning tasks need to be identified and included in planning.
- All members of staff (teaching, pastoral, administrative and ancillary) play a crucial role in modelling uses of language.
- A clear distinction should be made between EAL and Special Educational Needs.
- Progress in acquisition of English is regularly assessed and monitored.
- Assessment methods in all subjects are selected with sensitivity to the pupil's understanding of English.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

6. Planning, Monitoring and Evaluation

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' development of language.

7. Reporting Procedures

Reports are written according to the general reporting procedures of the school. Please refer to the Assessment Policy for further for further details.

8. Teaching strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening including both process and presentational talk, and use is made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language. There is also an area in which PHSE issues can be raised.
- Additional visual support is provided, e.g. posters and pictures, photographs, objects, demonstration, use of gesture.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- ICT is a valuable tool in assisting learning.

9. Learning Support and Able, Gifted and Talented Pupils

- Most EAL pupils needing additional support do not necessarily need Learning Support.
- Should support be required, EAL pupils have equal access to school's provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

10. Entry to the school

Information is gathered from overseas agents and/or parents about:

- Pupils' linguistic background and competence in English
- Pupils' previous educational experience and attainment
- Pupils' family and biographical background

11. Approval & Review

This policy was reviewed in February 2019 by the Head of Learning Enhancement. It will be reviewed again in February 2020, or as required by a change in legislation.

A handwritten signature in cursive script that reads "Rebecca Mitchell".

Signed: Rebecca Mitchell
 Headmistress